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Exponents and Scientific Notation Unit

LAP 4 Reflection

After spending the first half of the class doing the entrance slip to end LAP 3, we then transitioned into scientific notation. The introduction in which students guessed how far away or small different objects were successfully got them to start thinking about really large and really small numbers, and they agreed that scientific notation seemed faster than writing out all those zeroes if someone understood it. After a quick review of the rules of scientific notation, courtesy of our two teaching groups, students did pretty well converting between scientific notation and standard notation on their worksheets. I was glad that I put a time limit on their worksheets, since it created a sense of urgency and made them work faster. They liked checking each other’s worksheets and started to turn it into a light-hearted competition.

However, there was a decent amount of goofiness and off-task talking throughout the period. I need to be better about demanding that they stop talking. I felt like they were taking advantage of my leniency and I was just letting them, which was totally my fault. I mostly love the culture I have created with my numeracy class, but at the same time, I recognize that I haven’t always been as strict when I need to be, which makes them not always take me as seriously as I would like. This same issue has surfaced a few times throughout this unit, so I need to start thinking more seriously about how I can make some positive change.